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TEACHING SOCIAL CONVERSATION

BY WILLIAM M. TIMMONS

While most teachers of speech agree on the importance of such informal speech activities as social conversation and the various types of business conversation, they disagree markedly on the teaching of them. Some insist that they cannot be taught, that skill in them occurs naturally or comes as a concomitant of training in other types of speaking. Others maintain that they can be taught and can be taught directly. The purpose of this article is to discuss the methods of teaching one of these informal speech activities, social conversation, which the writer has been using in a beginning course in speech on the college level. These methods do not adhere to either of the points of view stated above and held by most writers on the subject. They develop from a point of view lying between the two.

Before the specific methods used in teaching a unit in social conversation are stated, the point of view from which the specific methods develop should be stated briefly. The writer does not propose to argue this point of view; he will merely state the aspects of it which are important to an understanding of the techniques of teaching used. First, that social conversation is good which satisfies, gives fellowship, to the participants at the time, in the place, and under the attending conditions. Second, social conversation should not be practiced in the artificial classroom situation. However, through such indirect methods as classroom talks, discussions, and lectures with much practice in real situations outside the classroom much can be done to improve the student's facility in social conversation. Because most writers who favor teaching conversation have advocated actual practice in the classroom, the indirect methods which the writer uses may be of interest to others. Third, because speech situations, particularly informal ones, tend to be unique, few definite rules for participating in them can be laid down. Fourth, inasmuch as the unit in social conversation is a part of the beginning course, coming very early in the year, the work offered must fit into the general plan of that course. The beginning course, incidentally, attempts to give the student fundamental skills and knowledge in content, composition, and delivery and attempts to introduce

the student to the various types of speaking. The specific methods of teaching develop rather directly from these aspects of the writer's point of view.

The discussion of methods will center around the *student* activities in a unit in social conversation. Brief mention only will be given each activity; in most cases long explanation is unnecessary. The student activities fall readily into four general groups: those which introduce the unit; those which center on the general problems involved in social conversation; those which direct the student's attention to his own conversational habits and which, it is hoped, motivate outside practice and effort toward improvement; and one which appraises growth. Each of these groups will be considered in turn.

In the introductory group there are two activities. The first is listening to introductory lectures by the instructor. Since the unit comes at the beginning of the year, these lectures give a general introduction to the course. In addition, they consider the nature of the speech situation, its complexity, its components, and the various forms these components take in real situations. Emphasis here is placed on the concept that the content, composition, and delivery of the speech, informal as well as formal, are primarily means of adjustment to such components of the situation as the preceding events, the environmental and physical conditions, the nature of the audience, and the attitudes, traditions, and legends to which the audience adheres.

The second introductory activity is the giving of student talks which analyze specific conversations of which the student has been a part. Each student, on the basis of his own reactions and without recourse to writings on conversation, points out strong points and weaknesses of the conversations and discusses wherein the participants adjusted satisfactorily or unsatisfactorily to the factors of the situation. This activity brings the student face to face in a personal way with the problems of social conversation. It serves also as a motivation for all the activities which follow.

The second group of activities, as stated above, center on the general problems involved in social conversation. The first activity in this group is the giving by each student of an expository talk on some specific phase or problem of social conversation. These talks are on such specific topics as "the effect of the environment," "how to open conversations," "how to close conversations," "how to treat the boor," "how to draw out the unwilling conversationalist," "finding common

ground with new acquaintances," and "conversation while dancing." These talks are based on personal reactions and observations and on much library reading.

The second activity in this group is discussing the content of each expository talk immediately after it is given. Each student feels free to agree with, take exception to, or make new suggestions on the material presented in the talk.

The final activity in this group is discussing personal conversational problems not satisfactorily treated in the student talks and in the discussions of the talks. In order to prevent embarrassment, and some of the questions would be embarrassing if the student publicly presented his difficulty, the problems are written on slips of paper and left on the desk of the instructor. He presents them to the class for solution.

The next group of activities are those which direct the student's attention to his own conversational habits with a view of motivating outside-of-class practice and effort toward improvement. In all preceding activities, it should be emphasized, every effort has been placed on making the study one of personal importance and on motivating attention to conversational practices outside the classroom. Here, however, the main purpose of the activities is to do these things.

There are five activities in this group. The first is discussing and arriving at the topics which should be considered in evaluating one's conversational habits. This discussion determines an outline of general topics to be considered in judging oneself as a conversationalist. No specific rules are arrived at, the topics taking such form as "the conversationalist's pronunciation," "his animation," "his interest in others," "his use of personal argument," "his adherence to the topic," "the social attitude expressed," and "the amount of talking done." The next activity develops directly from the last one. It is writing a self-analysis of one's conversational ability. Basing his self-analysis on the outline of general topics previously arrived at through class discussion, the student evaluates his own conversation in typical situations. After discussing his strong points and weaknesses, he outlines a plan for removing his difficulties.

The third activity in this group is discussing possible weaknesses and difficulties of conversationalists with the purpose of setting up a check list with which the students can rate one another's conversational deficiencies. The check list when finally constructed lists about eight possible conversational weaknesses. I write "possible" because of the

belief that what is a weakness in one situation may be a satisfactory adjustment in another. The fourth activity is using this check list to rate their fellow students. Each student rates as many of his fellows as he feels equipped to judge. It is assumed that the combined rating of a number of students gives a fairly accurate picture of a student's conversational weaknesses.

The final activity which directs the student's attention to his own conversational habits is having a conference with the instructor. This conference is based on the student's self-analysis and on the judgments of his fellow students secured by use of the check lists. The purpose of the conference is incidentally to compliment the students on their strong points but more particularly to motivate effort toward the removal of weaknesses.

The one activity which appraises growth is using the same check list later in the year. Again each student rates his fellows, indicating any improvement which he feels has occurred.

The above list of activities comprises in brief the methods used in teaching a unit in social conversation. Although the writer uses these activities on the college level, there is no reason why they cannot be used with equal success on the secondary school level. Indeed, the high school should in all probability place even more emphasis than the college on social conversation and other types of informal speaking.

Such a plan appears to have several points of strength: It centers on the student's conversation as a type of speaking worth considering for its own sake. It provokes interest in social conversation without the possible disadvantages resulting from practice in artificial situations. Later work in the course devoted to mechanics of speech is motivated, for the student has been made to realize his weaknesses, many of which are weaknesses in all types of speaking. The plan, it must be admitted, has one weakness which cannot be surmounted without relinquishing its chief strength, the avoidance of practice in artificial situations. The weakness is the inability of the instructor to observe the students in actual conversations. Consequently, any grade given must be based on the student talks or on improvement as shown by the second use of the check list. The writer suggests that if a grade must be given it be based on the talks alone so that the students will have no reason to misuse the check lists.

CHECK LIST OF UNDESIRABLE TRAITS IN CONVERSATIONALISTS

Check those items which you feel represent undesirable traits in the conversationalist being considered. If an item represents a trait which you do not find undesirable, do not check it. Check only those traits which you consider undesirable. If the traits checked occur only in certain types of conversation, indicate these types in footnotes.

Possible Undesirable Traits	Conversationalists (Indicate name in cells below)				
I. Delivery					
A. Vocal delivery					
1. Has poor pronunciation of words					
2. Has inaccurate pronunciation of sounds					
3. Has undesirable vocal quality					
4. Has inappropriate pitch level					
5. Talks in monotone					
6. Has too much pitch variation					
7. Has inappropriate melody					
8. Talks too rapidly					
9. Talks jerkily					
10. Talks too slowly					
11. Has inappropriate loudness					
B. Bodily delivery					
1. Uses inappropriate posture					
2. Uses inappropriate movement					
3. Uses inappropriate facial expression					
4. Has inappropriate general appearance					
C. General impressions of delivery					
1. Exhibits forwardness					
2. Exhibits timidity or embarrassment					
3. Shows lack of animation					
4. Shows too much animation					
5. Does not give the impression of sincerity					
II. Attitudes of the participants toward others					
1. Expresses inappropriate social attitude (arrogant, dogmatic, etc.)					
2. Talks too much					
3. Talks too little					
4. Lacks tact and courtesy					
5. Is over-tactful or over-polite					
6. Lacks attentiveness					
7. Tends to lead the conversation too much					
8. Tends to lead the conversation too little					
9. Shows too little interest in others					
10. Shows too much interest in others					

[illegible]

LOUISIANA SPEECH UNDER MANY FLAGS*

BY C. M. WISE

The problems of good speech in Louisiana are vastly complicated and often confusing. Even after many years of careful observation and analysis of speech in our state, I found myself confused and even deceived only very recently when a friendly young salesman volunteered the informations that he had a shipment of extra large art and music *pins*. I hazily visualized some sort of large pin, perhaps capable of being used as a thumb tack for holding drawing paper or music paper; but warned by much experience, I avoided committing myself and asked for details. These *pins*, the young man said, were fine for lettering or for music manuscript because they *held so much ink!* And there we were! I had encountered once again the common mispronunciation of *pin* and *pen*—*pinholder* for *penholder*, fountain *pin* for fountain *pen*. And I had only a little earlier been trying to help some struggling debaters not to say *Sinate* for *Senate*, *contintion* for *contention* and *contimpt* of court for *contempt* of court. It was a bit humiliating to be trapped, even though no one knew it, by so well known an offender against good speech.

Some time previously, a small boy had told me his last name was *Moish*. I asked him to spell it, and with something of pitying tolerance, he did—*M-a-r-s-h, Moish*. Here we have a different problem. *M-a-r-s-h, Marsh* would, in the speech of some, undergo the same treatment as *park, car, card*, etc., which, as everyone knows are often mispronounced *pawk, carw, and cawd*—not to speak of Jean Harlow appearing as Jean Hawlow; hence, *Marsh* would first change to *Mawsh*. Then a second change would set in, such as long ago affected *wash*, whereby many now insert an extra sound and produce *woish*—even *Woishington*. *Marsh*, which had become *Mawsh*, would now become *Moish*, which, the lad said, was his name; *M-a-r-s-h, Moish*. It is a very pretty sequence for those who enjoy words and their ways.

Whence come these and other problems which complicate good speech? From no one source, naturally. Some of the pronunciations which we now think of as imperfect speech grew up in our very midst through the operation of sound laws—if there really are laws of sound

*While Dr. Wise calls his article *Louisiana Speech Under Many Flags*, the same situation prevails in many of the other Southern states. Therefore we are printing the article because it is of general interest. This paper was read at the convention of the Southern Association of Teachers of Speech in Atlanta in April, 1938.

change. Perhaps some of our drawl comes that way, as, for example, the extra y-sounds we sometimes put into words like *this* and *that*, making *thi-yus* and *tha-yut*; or the w-sounds that creep into *good* and *cute*, making *goo-wud* and *kew-wut*; or the o-sounds that appear in *hawk* and *walk*, making *haw-oak* and *waw-oak*. Naturally, some other pronunciations came directly from the English counties whence some of our colonials came, as has been well shown by Professor Cleanth Brooks, of L. S. U., *se'f*, *he'p* and *twe've* for *self*, *help* and *twelve* are likely examples.

Some are doubtless of more distant origin, traceable to the influence of other tongues. Many tongues have been, and for that matter, still are, spoken in Louisiana, for Louisiana has been under many flags. Baton Rouge is said to have been under eleven flags; other parts of our state, almost as many. It is interesting to trace some of these shifts from flag to flag, and to observe the linguistic changes that accompany them.

The Spaniards (Ponce de Leon in 1513, twenty years after Columbus, and Panfilo de Narvaez and Cabeza de Vaca in 1528 and later) knew the coastal lands to the east and west of us, and Hernando de Soto between 1539 and 1581 actually set foot on our soil. They found the sparse Indian population with its variant dialects—Tensas, Natchez, Bayougoula, Mongoulacha, etc. There was no Indian flag, of course, though the Frenchman Iberville, as we shall see, was to find later on the site of Baton Rouge a kind of analogous symbol. But the Indian languages were there as the first ingredient in the *melange* that was to become the speech of our state. And De Soto and his men, though at the time they made no permanent linguistic contribution, did establish a technical claim to the country on the part of Spain, and so set the Spanish flag flying.

Even so early as this, England felt that east Louisiana belonged, as a part of Carolina, under her flag; but France overshadowed the claims of both Spain and England when Robert Chevalier de la Salle, in 1678, sailed from Illinois entirely to the Gulf, and took possession of the River and all its valley in the name of Louis XIV of France. The flag of France now flew above all, and the predominance of French in the future linguistic stream was assured.

La Salle's attempt to plant the French language and culture in Louisiana failed when he was killed in Texas, and it remained for the versatile Canadian, Pierre Le Moyne, Sieur d' Iberville, in 1699, to trace Bayou Manchac, to locate the tribal red pole or red stick—the

baton rouge which gave its name to Baton Rouge, to traverse the *pointe coupee*, now called *Pointe Coupee*, through which the river was about to abandon the present False River channel and to reach the village of the Houmas; and for his brother, Jean Batiste Le Moyne, Sieur de Bienville, to choose the crescent of land on which to place New Orleans in 1718. With St. Denis having built a fort at Natchitoches four years earlier, French began to be spoken by settlers, *couriers du bois* and *voyageurs* throughout Louisiana.

History has a way of sweeping on. The treaty of Paris in 1763 gave Louisiana to Spain, except for that part north of Bayou Manchac and east of the Mississippi, which went to England. Now the flag of England flew in Baton Rouge, and the language of England made a beginning.

By 1766, when the nominal transfer of 1763 was made actual, and the Spaniard Don Antonio de Ulloa took charge of the Isle d'Orleans and of West Louisiana, the Acadians, evicted from Nova Scotia, had been arriving in Louisiana for a year. They settled on the lower Acadian coast below New Orleans and the upper Acadian coast above New Orleans, along Bayou Teche, at Pointe Poupee, at Baton Rouge, and along Bayou Lafourche. Belated French arrivals in Spanish and English territory, they were destined to preserve more persistently than anyone else their form of their mother tongue. They surrounded and in time absorbed the little colony of Germans on the river bank in the Parishes of St. Charles and St. John the Baptist, an area known as the German coast. (These Germans had come from Arkansas between 1717 and 1721, after the dissolution of the famous Mississippi company of John Law; and though they were few in number, and though their language as such was soon lost, they left linguistic traces to which we shall refer later.)

This completes the list of Colonial languages—French, Spanish, English, and German. All are represented by larger or smaller numbers of colonists, all set in a matrix of aboriginal Indian languages.

A succession of flags swept on, sometimes strengthening a linguistic current, sometimes weakening it, and sometimes not affecting it at all. In 1779 Governor Bernardo De Galvez captured Baton Rouge from the English. This was a part of the war of the American Revolution, Spain now being an enemy of England. Once again the present area of Louisiana was united under one flag, since, with this battle of Baton Rouge, the Florida parishes, that aforementioned area North of

Bayou Manchac and East of the Mississippi became Spanish territory along with Isle d'Orleans, and West Louisiana.

After the Acadians had strengthened French speech in Louisiana during this period, the coming of the so-called Islanders, Spanish settlers from the Canary Islands, strengthened Spanish speech. In St. Bernard parish, on Bayou Lafourche, on the Amite River, and on the present site of the town of New Iberia they settled in considerable groups.

With the times of Napoleon and Charles IV of Spain, Louisiana was to be again under the French flag; but only very briefly, for Robert Livingston and James Monroe were negotiating with Napoleon's Minister, Talleyrand, for the purchase of Louisiana—not merely the present state of Louisiana, of course, but a tremendous area extending to the Canadian border. For 17 days in 1803 the French flag flew again, and then the stars and stripes were raised and the destiny of the territory was finally determined.

Though the United States claimed West Florida, including the Florida Parishes, as a part of the Louisiana purchase, the Spanish claimed the territory also, and kept possession of the area, calling a part of it north of Baton Rouge New Feliciana. In 1810 American settlers attacked and captured Baton Rouge, and raised a flag of their own, the Lone Star flag, a white star on a blue background. From then until 1819 the Florida Parishes were essentially United States territory, and in 1819, upon a settlement with Spain, the change was made legal.

Three more flags were destined to fly: the flag of the independent nation of Louisiana, a flag which was adopted by Louisiana upon her secession in 1861; six weeks later the Stars and Bars; and after the long struggle, the Stars and Stripes again. These last three flags imply no changes of language currents, but the cause underlying these changes does have linguistic significance. That cause was slavery, an institution bringing large numbers of foreign-speaking people into Louisiana, beginning in the earlier 1700's and continuing presumably until Lafitte the pirate ceased smuggling slaves through Baratavia Bay and Bayou Lafourche to Donaldsonville and Baton Rouge, one hundred years later. Historians estimate that at times the slave population exceeded the white population; and strange African dialects were of course thrown in among the many other languages already being spoken.

Even that is hardly the end of the story, for of late years other language groups appeared. Of these the Italian-speaking people are one of the large groups, and the Yiddish-speaking people one of the small groups. There are numerous others. Louisiana has been called the cross-roads of the nation. The name suits well, both for colonial times and for modern times. More than that, it is the cross-roads for many foreign countries, particularly those of Central and South America; and to this day, our language problems are complicated by the many linguistic currents in the stream of speech—Indian, Spanish, French, English, German, African, Italian, Yiddish, and what not.

There is, consequently, little wonder that the problems of good speech are difficult with us; but they are extremely interesting problems. Indian speech has left its traces mainly in place names, exhaustively studied by Dr. W. A. Read of L. S. U.: Bogalusa, Naechitoches, Opelousas, Manchac, Mermentau, Houma, Atchafalya, and Istrouma, which is Indian for red stick, or Baton Rouge. German, likewise, has left its traces, mostly in names such as Schexnayder, Toups, and Trosclair. The African languages quickly passed away as such; some terms remain: voodoo, grigri, gumbo. Probably these languages contributed some intonation component in passing. Doctor T. Earl Pardoe's study at L. S. U. shows that speakers of these languages would say *de* and *dar* (or *dere*) for *the* and *there*, because of the practically complete absence of the sounds of *th* in African tongues; and these pronunciations would readily fall together with similar ones known to originate in rustic British speech. In fact, the descendants of slaves have probably been rather faithful preservers of older British forms extant in colonial days, but now obsolescent in white speech.

But all the other languages we have mentioned are alive and spoken by many people. English now predominates. French comes next. It is spoken as the family language by many thousands in the south central and southern parts of the state. Spanish is still spoken by a few who inherited it from colonial days, and by many who come from Spanish America to sojourn with us. The languages of more recent immigrants, such as the Italians, still persist through two or more generations. It would be hard to find a more interesting linguistic situation in the United States or in the whole world.

There is obviously no time in so brief a talk as this to try to trace all our deviations from good speech to their sources, whether in current sound changes, in English county dialects or in foreign lan-

guage influence. But there is always time to express a hope for the improvement of our daily speech.

Despite our eager interest in all the languages of Louisiana, we hope for our children, that when they speak English, they may speak good English. We do not really want them to say *pin* for *pen*, *min* for *men*, *caw* for *car*, and *Moish* for *Marsh*. Nor do we wish them to say *boin** for *burn*, *woik** for *work*, *boid** for *bird*; nor *caint* for *can't*, *kyat* for *cat*, *caow* for *cow*, and *taon* for *town*; nor *do'* for *door*, *flo'* for *floor*, *po'* and *yo'* for *poor* and *your* and *fo'bits* for *four bits*; not *git* for *get*, and *ketch* for *catch*; not *Menden* for *Minden*, *sence* for *since*, *enterest* for *interest*; not *se'f* for *self*, *he'p* for *help*, not *twe've* and *co'ege* and *Wi'yam* for *twelve* and *college* and *William*; not *ve'y* and *ca'y* for *very* and *carry*; not *yassuh* for *yes sir*; *hah** school for *high school* and *ah** think so for *I think so*; not the *idear* of it for the *idea* of it; not *ben* for *been* and *mek* for *make*; not *tromp* and *stomp* for *tramp* and *stamp*; not *bofe* for *both*; not *ax* for *ask*; not *stren'th* and *len'th* for *strength* and *length*; not *nex'*, and *bes'*, and *firs'* for *next*, and *best*, and *first*; not *hos's* and *consis's* for *hosts* and *consists*; not *han's* and *fiel's* for *hands* and *fields*; not *aig* and *laig* for *egg* and *leg*; not *rec'onize* and *pronunc'ation* for *recognize* and *pronunciation*; not *dis*, *dat*, *dem*, and *wid* for *this*, *that*, *them*, and *with*; not *own* and *won't* for *on* and *want*; not *po'lice* for *police*, *Mon'roe* for *Monroe*, *in'surance* for *insurance*. Not harshness, not shrillness, not nasal tone, not the accent of any other language when one is speaking English.

Conversely, we do wish for our children to speak with agreeable voice quality, with a pitch not too high nor too low, with flexibility, with sufficient loudness but not too much, with distinct articulation and clean enunciation, with correct pronunciation and usage, with animation, ease of bearing, purposiveness, absence of fear and timidity, and direct communicative manner.

By taking proper advantage of the richness in our language background, we may profit greatly by the contributions of the many languages and other influences which have gone into our speech history. We have indeed had speech under many flags in Louisiana. Let us cultivate only the best of our heritage.

*These spellings are inaccurate; it is practically impossible to represent this pronunciation without phonetic symbols. The Louisiana mispronunciation of *word* is not so broad as the Bowery *woid* (itself often disputed); sometimes it is represented as *wuh-ee'd*, but that is very awkward and easily misinterpreted attempt.

*Here again lack of phonetic symbols makes the spelling inaccurate. A few use the "Italian a" here, but more use the "voyelle francaise."

OLD AND NEW METHODS IN SPEECH*

BY SHERMAN K. SMITH

"There is nothing new under the sun" is an old saying and it is just as true of the speech field as it is true in other phases of life. We have no new problems of speech and few new techniques to deal with those we already know to exist. Only a new arrangement of these problems and departments in departments have been formed to take care of the good speech teachers' ordinary work. In fact we have developed so fast in the last few years that we shall have to employ a Roosevelt system of alphabetical letters in order to give names to all these new sections of a speech department.

Some institutions have weekly get-togethers to see what the trade and competition is saying about them; some hotels have boxes into which you may drop your suggestions for improving the service. When I was a youngster we used to play truth. Truth is a game in which a question is asked and the answer is supposed to be the truth. In our association we have those who meet you in the auditorium and tell you how very very much they enjoyed your paper and then if you will but listen in the halls and lobbies of the hotel you really hear what is thought of convention papers. Let's have a truth session.

Let's make the whispering campaign that goes on in the halls and lobbies of our conventions public. Let's clean our egotistical household and talk horse sense. It does every one good to forget the man who wrote "How to Make Friends" and promoted a religion of salve. On the teachings of a Dale Carnegie, which is a combination of Koueism, Later Day Saints and Horatio Alger, there could have been no Gladstone, no Theodore Roosevelt, and no Abraham Lincoln, even though he uses the latter so eloquently to prove nothing at all. Let's rip the lid right off and admit that what is said in the lobbies and halls of our conventions is too often too true. They say, "I come to the conventions to meet my friends, why attend the meetings?—Nothing new has been said at our convention in twenty years." Let's tell the truth. The presses are crowded with new books coming out every year which bears the name of a new author but are copies except for a paragraph or two of all that has been written before. Certainly a glance at these books will convince any one that our speech teachers are NOT authors. Let's be generous and say that most of the papers given at our con-

*This paper was given before the general session of The National Association of Teachers of Speech in Cleveland, Ohio, December, 1938.

ventions were not prepared in the name of better speech but rather for the self-agrandizement of the speaker himself. You have really arrived when you get your name on the program of the National Association of Teachers of Speech. Many of us arrange to get ourselves on the program and then frantically hunt for something to say and the paper often indicates that although we have succeeded in the first that we have failed completely in the latter.

Isn't it ridiculous that while it would be impossible for a mathematician at a convention to break a simple rule of mathematics without being laughed from the platform; for a scientist to break a simple rule without losing cast before other scientists, that our speech teachers can stand on this very platform and break every known law governing good speech and go merrily on and say "Do as I say, not as I do." A business man enrolled in one of the many classes we organized, promising to teach the business man how to speak in public, attended the convention last year. After listening to a number of our convention papers he left in disgust, saying—"If these fellows haven't learned how to speak in all the years they have been at it, how can I hope to even improve myself?" I feel sure if a man were to actually teach speech every day in his classroom he would be so steeped in telling others what to do and what not to do, it would be mentally impossible for him to come here and make ALL the blunders heard at a speech convention.

By faint praise, by insinuation, ye almost insult our forefathers, the teacher of elocution, the teacher of interpretation, the empiric, are fast disappearing from our groups—we have them running for cover. In the name of progressive education he is being replaced by the Voice Scientist, who has developed a nomenclature that really adds class to our august group. He is being replaced by the recording expert, the theatre technician, and the microphone bug. We are taking the spotlight off the ART OF SPEAKING and putting it on the processes of speaking. Do you remember the story of the thousand legged worm who thought so much how each leg moved that he could not run at all?

Ladies and gentlemen, do not think that I do not approve of this scientific group. I merely want them to take their places in a well ordered speech association. For twenty years I have been studying voice science. Good and bad, I read almost everything you write. But I have found that having a Ph.D. degree after the name of the author does not necessarily give scientific standing to his theories. A Ph.D. may write the most terrible empiric drivel about voice. My

charts and models are used widely in the field and I am grateful for their acceptance, but I cannot stand by and see the final aim of all speech training,—the ability to use words with the art of the public speaker, set aside for the scientific process. The pendulum is swinging too far to the left. We should go back and build a department that coordinates its many departments from the diagnostic and corrective stages to the time when we turn our vocally and phonetically perfect student over to the teacher of interpretation and the theater. The arts will always be enmeshed with empiricism. The empiric *in art* is often the exception to Webster's vile definition of the term—QUACK.

The Voice Scientist has pushed himself too fast. We are trying to eat meat too soon. We have produced no BOB INGERSOLS, no BEVERAGES, no WILLIAM JENNINGS BRYANS. When the new order has really produced such speakers THEN will be time for chest expansion.

For years I have been speaking in your departments. One day at this school, the next day at another. I am the association's number one commuter between speech departments. I see some wonderful work being done and I see some wonderfully poor work being done. Note books from the voice science department full of big names called the anatomy of speech. I question the student as to the function of this and that muscle. He knows little function. There is a difference between empty names and function. I think we should drop the course, "Anatomy of Speech," and substitute the course, "Applied Physiology of Speech Organs." That difference can be illustrated by a handful of coins. In this hand I have a few foreign coins. I tell you you may have any one of them as a pocket piece. You may reach over a very valuable coin and pick up an odd shaped $\frac{1}{4}$ cent Chinese coin because it attracts the eye. You are not thinking in terms of purchase power but in terms of appearance and design. That is comparable to the empty names often given in a course in Anatomy of Speech, regardless of the very scientific show of the notebook. In this hand I have a few American coins and I tell you you may take your choice. You will reach over a beautifully polished silver dollar to pick up a battered old twenty dollar gold piece. You are thinking in terms of purchase power. That is comparable to Applied Physiology. No muscle has a place in a notebook in voice science unless its purchase power for speech is known, even though we may reduce the importance of the teacher of voice science.

A field that promised to revolutionize our work has turned out

in so many cases to be merely a new toy in many speech departments. I see very little in actually recording programs that could help the speech department, other than to get the publicity over the campus that the speech department was ACTUALLY making records of every voice in the school. If your recorder is to be worth its cost you must develop something worthwhile in a program for its use before you buy one. Owning an aeroplane does not make you an aviator. The machine may break your neck. Sometimes I feel that it is a good thing that equipment in the speech science laboratory is perfectly harmless to the instructor.

We walk into an art gallery. On the wall is a beautiful painting. There is a sunset that delights the eye. That empiric artist has done well with his pigments and oils. His name has lived through the years. Has any one heard the name of the scientist who perfected those pigments?—the oils? Yet back of that painting is the story of the scientist, of dirty labor, and the smell of the paint factory. One would have been impossible without the other.

From the dull, dismal life of the deafened Beethoven, from the science of the mathematics of music, from a mind that longed to hear the tonal creations of that science in sound, came the beautiful music which our artist conductors draw from great orchestras today. Yes, science lives, but its beginnings usually have little importance.

Steinmetz, the wizard of electricity, occupied, I am told, a dingy little office. Purchasers of the final product knew little of that giant scientific brain directing from behind the throne.

Come with me to Memphis, Tennessee. Here is a factory manufacturing combination farm feeds. Back of this product is a little office with a scientist who knows just the percentage of fats, carbohydrates, etc. The products' success depends on him, BUT the farmer is interested in a FAT HOG.

If we are to succeed in building real speech departments we must rebuild them into a unit. All should work together from the bottom up. Instead today we have many departments, each headed by a personage riding his own little pony with scant recognition of the fact that he is not alone important and only a cog in the machine. Science should take its lowly position at the bottom in the field of speech as it does in other fields. It should put on the overalls and pick up mortar and trowel to build a firm foundation. The director of the theater should not be coaching voice production, but plays, the voice work should be

done for him below. The art of interpretation should find an instrument tuned scientifically and to perfection where voice quality should be taught.

Old and new methods should merge in a pendulum that swings all the way through. Not upon the empiricism of art alone and certainly not all the way through on the crack-pot theories of some of our voice scientists, but should gather such momentum on the scientific swing down that the pendulum could leave science when the pendulum reaches center and swing up to a finished product upon the art of interpretation

I think I have visited most of the speech departments east of the Mississippi and many in the west. A good many of the newer schools have broken off from the English department control and have a department of speech. Sometimes this is rather inglorious for they still remain English departments in fact and although the student still learns how to write and prepare a wonderful speech he would do well to put these little speeches into a pigeon-hole until some speaker comes along who can give them voice.

In the quick establishment of these speech departments;—which do not always have the wholehearted support of the hard-headed scholastically minded college president; there has been a wild scramble on the part of the speech department to add to the subject matter, to get this new teacher and that new expert, and above all we must be scientific and we simply **MUST** have equipment to bolster our cause. As I know you will all be interested in more departments and new subject matter, I think I have found something that could appropriately be added to many speech departments in our country. It is a subject that you will find popular with your students. Its incorporation in your course will make your college president a happy man. That subject is "SPEECH."

THE EDITOR SPEAKS

In October, 1935, appeared the first issue of *The Southern Speech Bulletin*. It was with much trepidation that this venture was begun. Could the association pay for it? Was there a place for such a magazine? Would it conflict with existing magazines? Would it be worth the cost? And other worries "too numerous to enumerate" beset us.

When we began our magazine back that fall, we had *permission* of the executive committee to begin our publication. At the meeting in Gainesville, Florida, in April, 1936, the association authorized the publication of *The Southern Speech Bulletin*, and amended the Constitution to include among the officers the editor who was elected for three years.

For three years we issued only two numbers a year. But for the fourth year we have issued four numbers. This is the fourth and last issue for this school year. This is the tenth and last issue under the present editor.

It was at the third annual convention in Asheville, N. C., in April, 1932, that the present editor suggested such a publication, but the executive committee felt that the association could not support a publication. So we meekly waited, and when elected president, seized the opportunity to carry out our pet project. Now we have reached our ambition: the magazine has become a quarterly.

In the first issue we said:

"We believe that this magazine will increase the usefulness of this organization. . . . We hope to have a number of articles by many people in each issue rather than a few articles by a restricted number. We want to present the problems of our section of the country; we want the solution of these problems by those who have found a solution. We want this magazine to be a practical one."

No, we haven't accomplished all we wanted to do. We still think *The Southern Speech Bulletin* should be a practical magazine, leaving research articles for the *Quarterly Journal*, and we hope that succeeding editors will keep it so.

Many have contributed to what success we have attained. Miss

Louise Sawyer has served graciously for the four years as News and Notes editor. Mr. T. Earle Johnson rendered valiant service that first year as an editor and business manager. For three years the present staff has served well: Mr. Orville Miller and Mr. Harley Smith as Assistant Editors; Mr. Leroy Lewis, Book Reviews; and Miss Louise Sawyer, News and Notes. Mr. A. A. Hopkins served faithfully for two years as Business Manager. This past year Mr. Leroy Lewis has undertaken the business management in addition to his book reviews—an arduous task that he has done most excellently.

In addition to these we have had excellent help in the very fine articles contributed by outstanding Speech educators from every other section of the country as well as from the South. To these people is due the credit for our success. This would be incomplete without mention of the fact that the proof of at least half of the issues was read by my very good friend and "boss," Miss Sarah F. Ordway, head of the English Department of Woodlawn High School. I am sure I express the thanks of the entire association to all of these for their excellent articles and splendid work. To all of you I want to express my sincere thanks for your gracious reception of our magazine.

May *The Southern Speech Bulletin* serve the Speech teachers of the South for many years to come!

ROSE B. JOHNSON.

THE ANNUAL CONVENTION

BATON ROUGE, LOUISIANA

March 28 — April 1, 1939

The Forensic Tournament begins Tuesday, March 28, the Chairman is Glenn R. Capp; the Congress of Human Relations begins Wednesday, March 29, Chairman Dallas C. Dickey. (I hope these dates are correct). The convention begins Thursday, March 30. The president has asked the vice presidents to act with him as committee on program. The Convention Committee is Claude E. Kantner, Clifford Anne King, Sam Sherman, Louis Hall Swain, Monroe Lippman, Claude L. Shaver.

Thursday morning we shall have demonstrations of speech recording machines, motion picture aids, stage settings, stage carpentry, scene painting, stage lighting with simple equipment, and radio technique. This is an unusual opportunity, as we can seldom meet where there is such adequate equipment.

THURSDAY AFTERNOON

1:30—Welcome by Mr. Sherman, President of the Louisiana Association.

A word from Louisiana State University.

The President's Address, James Watt Raine, "The Relative Functions of the National, Regional, and State Associations."

Reports from our state associations, four minutes each.

3:00—Tea served by Association Hostesses, A. M. Harris, Tennessee; Mildred Singer, Mississippi; Althea Hunt, Virginia; Frances Gooch, Georgia; Nadine Pendleton, Texas.

Costume recital by Oma Frances Dickerson, "Women of Browning."

4:15—Dr. Louis Karnosh, Cleveland, Ohio, "A Physician Looks at Speech Disorders." (Dr. Karnosh is one of the notable psychiatrists of America).

5:00—Business.

6:30—Dinner to delegates given by Louisiana State University. Guest speaker, Garrett H. Leverton, "The Well Directed Play." (Leverton, as you know, has a national reputation).

- 8:15—Play presented by the Speech Department of Louisiana State University, University Theater.
- 10:00—Backstage reception.
- FRIDAY, COUNCIL MEETING BREAKFAST
- 9:00—Teachers' Exchange of Experiences.
- 10:00—Sectional meetings.
- A. Speech Correction.
Hill Young Methods.
The Traveling Clinic.
Questions.
 - B. Stagecraft.
First steps in designing a stage set.
Questions.
- 11:00—Voice Science.
- A. How conserve the values from Speech Recording.
Principles of Laboratory Measurements.
Wide modulation of pitch in animated conversational melodies.
- 11:00—Directing a Play.
- B. Demonstration of the first rehearsal by using an unrehearsed group of students.
Questions and comments.
- 12:00—Luncheon—State Groups. A. M. Harris, presiding.

GENERAL SESSION

Presiding, Vice President Lester L. Hale, University of Florida

- 1:30—The Fundamental Features of the Required Course.
- In College*—"How Firm a Foundation," H. P. Constans, University of Florida.
 - In High School*—"What is Fundamental in a High School Course," Clara E. Krefting, Bradley Polytechnic Institute, Peoria, Illinois.
 - In Elementary School*—
- 2:30—Discussion—"Where Can We Begin?" Edna West, Georgia State College for Women.
- 3:30—Tea, given by Hostesses of Louisiana Association, Mrs. Lucia M. Nesom, presiding.
- Recital.

4:40—GENERAL SESSION.

Reports.

Election

Location of Convention 1940.

Resolutions.

7:30—GENERAL SESSION.

Progress in Our Work.

Colleges and Universities, Morse Courses and Equipment.

High Schools, More Study and Better Study of Speech.

Elementary Schools.

The Public Becomes Speech Conscious.

Legislatures.

Helpful Laws Passed or Proposed.

9:00—Visit to University Library. Librarian invites us to an exhibit of books on various phases of speech, giving each delegate a list of them.

SATURDAY MORNING

7:30—Breakfast. Executive committee, new members and old.

9:00—Teachers' Exchange of Experiences, James Watt Raine, presiding.

10:00—SECTION MEETINGS.

(1) Choral Reading.

(2) "Motion Pictures in Speech Education," Orville C. Miller, Vanderbilt.

11:00—(1) Interpretation.

"Voice development in and for reading."

"Story telling for adults," Winnie Mae Crawford, Texas State College for Women.

(2) Radio Broadcasting, Harley Smith, presiding.

"Problems and Procedures in Broadcasting."

"Content in Broadcasts of 'Our Speech.'"

Hostesses of Louisiana Association: Mrs. Lucia M. Neson, L.S.U. Extension Instructor, Natchitoches; Grace Ingledue, L.S.U., Northeast Center, Monroe; Charlotte Searles, Castor High School, Castor.

I hope in the Teachers' Exchange or in the discussion of the general program, or in discussions in the section programs, somebody will give us suggestions on:

Voice building for platform speaking.

Mannerisms in voice.

Mannerisms in action.

Building or choosing a recital program.

Good vivid reading as a social and personal asset to a young teacher of speech.

First steps in teaching to act.

Problem of costuming a play.

Budget of a play.

Writing a play.

How to influence school boards to employ capable speech teachers.

Standards of debating in high school.

Choosing plays for high school.

One-act plays for high school.

Speaking without notes—high school.

Building the extemporaneous speech.

Speakers Bureau for College students.

How much diagnosis should the ordinary teacher attempt?

How much education can we give students in extracurricular dramatics?

Association Hosts and Hostesses: A. M. Harris, Tennessee; Mildred Singer, Mississippi; Althea Hunt, Virginia; Frances Gooch, Georgia; Nadine Pendleton, Texas.

The production of two *Children's Plays* will be described.

There will be a demonstration of marionettes.

An illustrated talk upon scene designing for sparsely equipped stages will be given.

BOOK REVIEWS

BY LEROY LEWIS
Duke University

THE WONDER OF WORDS. By Isaac Goldberg. New York: D. Appleton-Century, 1938; pp. 485. \$3.75.

In this period of mathematics, music, science, and the many other subjects "for the millions," we thought language the one subject that would be left for the few scholars who can brave its vowels and consonants and learn its terminology. *THE WONDER OF WORDS* suggests by its subtitle, "An Introduction to Language for Everyman," that it brings language out of its cloistered academic sphere and makes it downright human. By the time you finish its twenty-seven absorbing chapters you realize the full significance of the book's title and its opening statement, "Words, in a world of wonders, are among the most wonderful adaptations of man." Some of the interesting chapters discuss the various theories concerning the origin of language, how sounds are made, how sounds and meanings change, the special contributions of woman and child, etymology, applied semantics, grammar, writing, problems of style, and a look into the future. To my mind, the gem of the whole book is the chapter on purism. This, more than any other part of the book, bears witness that Dr. Goldberg has been rolling these ideas and opinions and theories around in his mind for twenty-five years. They have become tolerant and well-seasoned and mellow, in contrast to the bristling commands and rigid rules forced on us by many enthusiastic young students of linguistics. He warns mildly that an excessive self-consciousness or over-preciseness about words may lead to a "linguistic neurosis." From its opening title, "Too Pure," to its parting assertion that "a dictionary is a score-keeper, not an umpire," the chapter is the most interesting as well as the most sane summary of the problem I have ever read. To the average layman, perhaps the chapter on grammar will be more interesting—and soothing. His guiding principle is that it is wrong to regard the so-called rules of grammar as "articles of an unquestionable legislation, not subject to repeal or change." Thinking that because of their prevalence and continuance there must be some deeper kind of logic or psychology on the side of such expressions as *It's me* and *Ain't I*, he sets out to build up a case for them. Every good citizen should read the chapter on applied semantics which points out the confusion that results from unclear thinking and unclear expression and words

charged with emotion. Perhaps the scholar can forget the omission of phonetic symbols in the tremendous depth and background of material and its scientific exactness, and the abundance of ideas for thoughtful consideration. You cannot say that because this book is popular it is not scholarly. It comes nearer than I thought any could to being an "everyman's" book on language.

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THE PRINCIPLES AND METHODS OF DISCUSSION. By James H. McBurney and Kenneth G. Hance. Harper and Brothers, 139; pp. 447. \$2.50.

During the last several years discussion has become increasingly important in American life. It must be encouraged if democracy is to endure. This book, in a most scholarly and comprehensive manner, teaches skill in discussion, to be sure, but more important it emphasizes strongly, and I think properly, the principles and methods of discussion in terms of a democratic philosophy.

Through eighteen chapters, the authors present in an exceedingly able manner the techniques, methods, skills, and philosophy of group discussion. Specifically, it includes: four chapters on the background, nature, purpose, values, limitations, and occasions for discussion; four chapters on the problems involved in preparing for, participating in, and leading, discussion; five chapters on the materials of discussion, modes of reasoning, analysis of reflective thinking, logical patterns, etc. Several chapters are devoted to specific kinds of discussion such as group discussion, the panel, dialogue, the symposium, the forum-lecture, and the forum. The final chapter, especially interesting to all teachers of speech, discusses the use of the new technique in speech education. The central theme throughout the book is that social problems can be solved in the objective manner in which scientific problems are solved. Thus discussion will become an essential part of education.

This new book by authors McBurney and Hance is intended to serve as a basic text in discussion courses. It might also serve as a supplementary text in courses in argumentation and public speaking. For those of us who are limited in the number of speech courses we teach, and feel that we cannot now add a new course to our speech program, I have no hesitancy in recommending that this should be a required library reference book for argumentation and public speaking classes. I was so much impressed with it that I am using it as the sole textbook in one course of argumentation. In two other classes in argumentation I am using a regular textbook in argumentation. I shall be interested in watching the development of these two groups.

I plan to lecture on "discussion" before the argumentation groups, and on "argumentation" before the discussion class.

Generally throughout the educational world, our knowledge of discussion theory is very limited; and courses offered in the field are even more so. Perhaps one reason is that until now no book has been available that treats the subject well. No longer will that be true. *THE PRINCIPLES AND METHODS OF DISCUSSION* is as practical as it is scholarly. I am proud to have adopted the text for my classes within five days after the book was off the press.

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PUBLIC SPEAKING FOR WOMEN. By J. V. Garland. New York: Harper and Brothers, 1938; pp. 350. \$2.50.

(Since a book for women should be judged from a woman's point of view, I asked my wife, Marguerite Garber Lewis, M.A., University of Michigan, 1936, who submits the following review).

Women should be glad for this book if for no other reason than its title, which suggests that woman's place in speech and her special problems are being recognized. For a long time I have wanted to see a book which treats the fundamentals of composition and delivery, then goes beyond that to the special problems of women in voice, manner, appearance, and delivery techniques, and in the special kinds of speeches they are called upon to give, such as paper for literary clubs, current events summaries, book reviews, and participation in open forums and panel discussions. Mr. Garland offers a practical guide to most of the special types of speeches, but I feel he has slighted the fundamentals by giving them no more direct attention than a twelve-page opening chapter and a five-page appendix. Many of the problems of composition are taken care of at least briefly in reference to the particular types of speeches. Suggestions of a mood and manner fitting each type of speech are about as far as delivery techniques go. Mr. Garland mentions the commonest faults of women speakers—their being too masculine, too dramatic or too sweet. I only wish he had enlarged and illustrated his points along this line. The women in greatest need of such warnings might miss those two or three sentences, and surely women so afflicted would not recognize the faults, let alone learn how to correct them from such brief mention. He is more emphatic in his warning against woman's traditional fault of talkativeness, telling her plainly to say only what is most significant, and to say it briefly. The discussions opening the chapters are good, albeit brief. They show in a concise manner the specific requirements and significance of each type of speech. The list of speech types con-

sidered is quite inclusive. Besides the usual ones of introduction, welcome, response, presentation, acceptance, farewell, dedication, anniversary, eulogy, after-dinner, exposition, nomination, and campaign, there are discussions and examples of radio speech, book reviews, and discussions meetings. These latter chapters are an excellent start toward meeting the speaking problems which confront the modern woman. Perhaps I am asking too much but I would have liked to see Mr. Garland add chapters on the preparation and presentation of club papers or talks, on the lecture recital and on parliamentary procedure. The collection of more than sixty speeches by some of our country's most prominent women is a helpful part of the book. A very few of the examples, notably one or two in the campaign division, display what men label "feminine" logic, but most of the speeches can be for us women both a source of pride and a practical guide.

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TWELVE WAYS TO BUILD A VOCABULARY. By Archibald Hart. New York: E. P. Dutton and Company, Inc., 1939; pp. 128. \$1.25.

I like very much one thing about this little book: all of its paths lead to the dictionary. It is small and sketchy, of the handbook variety, but it does provide just enough of the right material to make a person want to go to the dictionary for more. It will be useful as a motivation of word study with high school pupils or even college students or adults. The twelve chapters include discussions and exercises on slang, idioms, weary words and malapropisms, as well as on synonyms, antonyms, prefixes and word derivations. Since this is the day of "quiz" popularity, you might like to try the vocabulary tests on family and friends. These tests are as interesting and instructive as commercialized games on the market.

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SPEECH-O. A PHONETIC GAME. By Genevieve Arnold. Boston: Expression Company, 1938. \$1.50.

This prolific author of games to motivate the learning and fixing of correct speech habits has invented another patterned after the ever-popular game of *Bingo*. It covers the phonetic elements p, b, m, w, wh, f, v, th, t, d, l, n, r, s, z, sh, ch, j, k, g, ng, and can be used with children through the fourth grade. The small cards may be used as flash cards for the child who is too young to play the game.

THE OBSTINATE BRIDE. By Robert St. Clair. Des Moines,

Iowa: Ivan Bloom Hardin Company. Price 50c per copy. Royalty, \$10.00.

One of the most popular high school plays of the season is Robert St. Clair's latest comedy, *THE OBSTINATE BRIDE*, so thoroughly enjoyable and yet easy to produce. The scene is a simple interior, and while the cast calls for six men and six women, any number of girls may be introduced for the tea, the wedding, and the audition scenes. The story concerns Rhea, who is being married to Allan—in fact they have reached the altar—when a former sweetheart is heard singing over the radio. Rhea answers the all-important question with “no” instead of “yes,” and becomes engaged to Terrance, the radio “crooner.” She soon learns how selfish and egotistical he is, and her friends rally around her to recover Allan, who naturally is not in the most amiable frame of mind, and to get rid of Terrance, who threatens to publish her letters to him if she breaks the engagement. In an attempt to give Terrance a cold and ruin his voice, they put out the fires and open the window, and everyone except Terrance begins sneezing! Professor Yahuda, a ventriloquist, adds his bit to the many humorous complications, but at last difficulties are straightened out for everyone except Rhea's father, who is finally caught by the persistent widow.

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HANDBOOK OF PUBLIC SPEAKING. By Allan R. Thompson. New York: Harper and Brothers, 1939; pp. 131. \$1.00.

This is an interesting little book covering all the essential matter of elementary public speaking. It is divided into parts rather than chapters. You will recognize these eight parts, I think, as being pretty much the usual development of a beginners' text in public speaking. Part One opens with the Nature of Public Speaking followed by Finding a Topic, Getting Material, Arranging Material, Delivery, Presenting Effective Material, Using the Language Properly, and Outling. About thirty pages of exercises at the end of the book should be useful in treating individual speech problems. I understand the book has been used in mimeograph form for several years at the University of California and that it is recommended for short courses in public speaking, for adult and extension classes, and as a supplementary text in other speech courses. It is too brief to be used as the text in my college classes, and not the practical type I like as a text for my business and professional classes, but I think it is useful as a handy little reference book.

NEWS AND NOTES

AMONG OUR CONTRIBUTORS

William M. Timmons received his A.B. degree from Muskingum College, his M.A. from Columbia University and expects to get his Ph.D. from Columbia shortly. He has taught in a high school in Ohio, Sanford University and Carleton College. He is on leave of absence from Carleton this year. He has had a number of articles published and his *Some Outcomes of Discussion* will be published by the Columbia University Press very soon.

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Dr. Claude M. Wise is head of the Speech Department at L. S. U., which is one of the largest Speech Departments in the country. Dr. Wise has just finished his term as editor of the *Quarterly Journal*. He is a past president of the S. A. T. S., and has served in many capacities in the National Association. He is the author of several books and numerous articles. His study of phonetics and dialects all over the world is too well known to be recorded.

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Dr. Sherman K. Smith is a well known lecturer and author in the field of voice science. His charts and models are used in many of our schools, colleges and universities. He has served as guest lecturer in many large colleges and universities. Few people have visited the Speech Departments east of the Mississippi as often as Dr. Smith.

NEWS AND NOTES

How many members who are planning to attend the S. A. T. S. convention in Baton Rouge, would be interested in making arrangements to meet a special excursion bus leaving from some convenient point in the east and traveling to and from Baton Rouge? If a route could be determined and a bus load guaranteed, extremely attractive rates could be obtained from one of the large bus companies. Members who are interested in such a plan should drop a card to Lester L. Hale, University of Florida, Gainesville, Florida.

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Mrs. W. W. Davison recently addressed the graduating class of nurses at Piedmont Hospital on "The Correction of Speech Disorders—Selected Types," demonstrating the lecture with some of her own pupils. Mrs. Davison has moved her school from 719 Myrtle Street to 1780 North Decatur Road, Atlanta.

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Kenneth Brasted, Fordham University, is delivering a series of lectures on Voice and Diction and Public Speaking as a part of a short course, entitled "World's Fair Personnel Course." This is under the direction of the Fordham Placement Bureau and is given for upperclassmen, graduates, and alumni.

Psi Omega Delta Nu Chapter at Florida Southern College initiated four new members at its annual dinner.

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W. Dwight Wentz has recently been elected an Artist Member of the Southern States Art League.

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Under the sponsorship of the Speech Club of L. S. U. Northeast Center, Dr. Grace Ingledue gave an Interpretative Review of Bjornson's "Beyond Human Power." Dr. Ingledue is teaching a newly organized graduate course in drama for the Extension Division of L. S. U.

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Play Writing and Oral Interpretation courses have been added to the program at the University of Kentucky.

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Paul L. Soper, instructor in Speech at the University of Tennessee, is working on his doctorate in dramatics at Cornell University. Mr. Soper is on leave and will return to the University next year.

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Owen Fields, Albany, Georgia, won first place in High School Declamation in the Albany District School of the Air Contest.

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Stacy Keach, Armstrong Junior College, spoke on the "Need For Speech" before junior college, college, and university presidents at their meeting in Macon, Georgia in January.

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One old member has secured ten new members for the S. A. T. S.! Names are secret until the meeting in Baton Rouge. Is it you, and I do mean you.

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Charles Ranons, from the University of Wisconsin and James K. Robinson, graduates of the University of Tennessee are teaching in the Speech Department at the University of Tennessee.

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The first performance in the outdoor theatre at G. S. C. W. will be "Midsummer Night's Dream."

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Claude E. Kantner, L. S. U., was elected a member of the executive council of the American Speech Correction Association at the Cleveland Convention. Mr. Kantner will teach at Ohio University, Athens, Ohio, this summer.

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University of Florida held a practice debate tournament for Lower Division debaters on "Socialized Medicine." There were two teams from Stetson; two from Florida Southern, three from St. Petersburg Junior College, and two from Florida State College for Women. Speakers in each debate were ranked

and individual written criticisms were turned over to the directors. No attempt was made to declare a winner.

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One of Mr. Sattler's students of Berea College won the state oratorical contest with an oration on Peace.

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The Fourth Annual Beginners Public Speaking Contest was held at Duke, Friday, January 13! The ten students participating were selected by the members of the five beginning Speech classes. First place was won by Tom Smart, sophomore of Fort Smith, Arkansas. Second place was a tie between Peggy Anne Raup of Richmond, Virginia and Jack Palmer of New York City. Joe De Volentine of Coral Gables, Florida, presided. Prizes were awarded the first three winners from the five-cent contributions of one hundred and fifty students in five classes.

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Lincoln Memorial University has excellent prospects for debate this year. Twenty have reported for practice.

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The Wake Forest College speech and debate squad, coached by Professor Zon Robinson, won over half of the contests in the men's division at the Dixie Tournament, Rock Hill, S. C. Eugene Worrell placed first in seven events, including the finals in oratory, impromptu and extempore speaking. Other winners were Ralph Brumet, Bob Goldberg, Bedford Black and Adlai Hoyle. Second place winners were Joe Leonard, George Watkins, Seavy Carroll and Tom Davis. Adlai Hoyle was declared one of the ten best debaters in the tournament.

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The debate group of Alabama Polytechnic Institute entertained the Anglo-Irish Debaters last November. The question for debate was that "Corruption is the Inevitable Consequence of the American Judicial System." There are thirty students on the debate squad and the debate trips include a tour of the esatern states, several radio debates and the tournament to be held in Baton Rouge.

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Louisiana Polytechnic Institute debated Hendrix College, Centenary and the International Debaters of Oxford and Cambridge. There are tentative plans for a debate trip to the University of Iowa.

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Baylor University conducted its fifth and largest annual invitation speech tournament in January. More than four hundred contestants and speech instructors entered the tournament in its various divisions. The tournament was under the direction of Professor Glenn Capp.

Madison College, Harrisonburg, Virginia, has installed a large transcription recorder and is doing new work in radio dramatics.

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Records are made of all the voices of all sophomores at Berea College.

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Choral Reading Group of Florida Southern college has made several public appearances and has two state trips scheduled before spring.

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The Speech Department of the University of Mississippi will give a series of Choric and Choral Readings preceding Easter vacation.

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A recent innovation in the English department at Humes High School, Memphis, Tennessee, is the installation of a recording machine. Interest is centered upon intensive training in pronunciation and enunciation as well as quality of voice and diction. The work of the recording machine is under the direction of Miss Josephine Allensworth and is the first one to be used in the Memphis city schools.

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Lincoln Memorial University under the direction of Earl Hobson Smith will present the following plays, "President Lincoln," "Our American Cousin," and "As You Like It."

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The Cushman Dramatic Club of Brenau College is producing "Dear Brutus," directed by Mrs. LaFleur. Epsilon Chapter of Zeta Phi Eta at Brenau College will present "Susan and God" under the direction of Miss Secor.

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Florida Southern College has presented the following plays: "Aaron Slick from Punkin Crick," "Night of January 16th" and "Pride and Prejudice."

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University Players of the University of Mississippi will present "Seventh Heaven" and "Peer Gynt."

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The Lenoir Rhyne Playmakers, Lenoir Rhyne College, under the direction of Pearl Setzer Deal, produced the following plays, first semester: "The College Widow," "The Rector," "The Boor," "The Far Away Princess," "The Ring and the Look," "Three's a Crowd," "The Bride Wore Red Pajamas," and one original Christmas Pageant. The Playmaking Class has written ten one-act plays, five of which were sent to Chapel Hill for the State Contest in original plays.

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Berea College will present "All of a Sudden Peggy" this spring.

The University of Tennessee has presented scenes from Shakespeare and one of Shaw's comedies this fall.

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Baylor University presents five regular radio programs, two of which are definitely from the department of speech. A class of thirty in radio speech write their own scripts and work out their own productions. On Wednesday evenings a feature called "Baylor Personalities on Parade" is presented. Various students are interviewed before the microphone. Each Thursday evening the Baylor Little Theater of the Air presents original dramatizations or adaptations made by the students in the class. This is the fourth year for this weekly feature from the Speech Department and this year it has received unusual encouragement from its auditors and the radio station officials.

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Armstrong Junior College will present the following plays, "Chalk Dust," three one-act plays, and "Two Bouquets" under the direction of Stacy Keach. The season ticket sale of the college amounts to over one thousand and there have been sell-outs for every performance this year with S.R.O. on "Night Must Fall."

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Tulane University Theatre productions for this season are: "Petticoat Fever," "Kind Lady," modern dress version of "Julius Caesar," and a spring play to be selected.

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The Masqueraders Club at Georgia State College for Women will present "Anne of Green Gables" under the direction of Edna West.

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Hazel Abbott, Converse College, is directing "The Tempest" as a music-dance drama. Mr. Bacon, head of the music department, is writing the music for the production.

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David Lipscomb College has in preparation the following plays: "Adventures of Tom Sawyer," "Remember the Day," and "The Servant in the House" under the direction of Ora Crabtree.

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Argus Tresidder is directing two of his own three act plays this year, "Sorority Phantom," a mystery play, and "The Fortune Teller," an experimental, expressionistic play.

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Mars Hill College presented an outdoor production of "Midsummer Night's Dream" this fall. An original play based upon the Biblical story of David was also presented and will be used in their spring broadcast.

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Woodlawn High School, Birmingham, under the direction of Rose B. Johnson, has made nearly three thousand recordings on their Presto machine which they have had nearly two years.

Bainbridge High School, Bainbridge, Georgia, has organized a dramatic club this year and has a membership of twenty-five. The club meets twice a month, and the first production will be "Blackberry Winter," by Hubert Hayes.

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A premiere performance of "The Vision of Davequil's Wife," a four act comedy by Mrs. Jean Cameron Agnew of Lafayette, Alabama, was presented at Alabama College, November 29. The College Theater presented its production of "High Tor" at the Anniston Little Theater, January 5 and 6. In February the premieres of three one acts were presented: "In Transit," "Cameo," and "Government Mint Project."

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Louisiana Polytechnic Institute produced "Three Cornered Moon," and "Outward Bound" under the direction of Vera Paul.

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Baylor University presented, under the direction of J. Clark Weaver, director of the Baylor Little Theater, a modern interpretation of Caesar, emphasizing the idea of dictatorship.

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In March, Baylor University will hold a college dramatic festival, at which a dozen leading colleges of the state are invited to bring one-act plays. Dr. Earl T. Pardoe of Brigham Young University will act as critic of the plays, discussing briefly during each intermission the play which has just been presented, and at the end of each evening's performance discussing the performances presented up to that time in the festival. Arrangements will be made for scenery to be rolled back on the stage quickly, and for him to call any actors on the stage and redirect any scene he desires.

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Alabama College Theater, Montevallo, is sponsoring its ninth Playwriting Contest. Two prizes are offered, ten dollars for the best short play and forty dollars for the best long play with possible production or publication or both. Eligibility is limited to legal residents of Alabama, Georgia, Florida, Mississippi and Tennessee. Manuscripts should be sent to Dr. Walter H. Trumbauer by April 15, 1939. Detailed requirements can be secured by writing to Dr. Trumbauer, Alabama College, Montevallo, Alabama.

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The sixteenth Annual Convention of the Texas Speech Association met in Dallas November 25-26. The State Board on classification and accrediting passed a resolution which will allow all classified high schools in Texas to affiliate three complete years of speech. The course of study was prepared in mimeographed form and passed out among the members of the Association with the request that they study it carefully and work with it for a time offering constructive criticism.

This course of study was planned not for the talented few alone but for the mass of students who need speech training for private as well as public speech.

This course of study is divided into six semester courses, each worth one-half unit of credit. Speech I, fundamentals, is prerequisite to all other speech courses. Pupils may then elect whatever course they choose, but it is recommended that Interpretation, Dramatics, or both, precede Radio Speech; and that Public Speaking precede the Debate course.

The committee which presented the course of study was composed of: Miss Jeston Dickey, San Antonio; E. C. Barksdale, Goose Creek; John Watson, Wichita Falls; Oscar Smith, Port Arthur; Miss Billie B. Knight, Houston; Mrs. Harold Dement, Galena Park; Miss Peggy Harrison, Highland Park, Dallas; and Mrs. Florence Horton, Pasadena, Chairman.

A free textbook in speech was also granted, the textbook chosen being *Better Speech* by O'Neil and Weaver, published by Harcourt Brace and Company. A committee to study speech for teacher training was continued with the suggestion that the committee from the speech association work in cooperation with a committee of auditorium teachers. The auditorium teachers section offered resolutions requesting that all auditorium teachers have majored in speech in college. This resolution was in keeping with the thinking of the Association concerning the teachers of speech.

In addition to that the committee is working on a minimum requirement for speech for all teachers in the elementary grades. The newly elected officers are as follows:

President, Mrs. Florence Horton (chairman of the committee on speech affiliation, and historian and editor of the Association during the past year.) Junior High School, Pasadena, Texas.

Vice-President, Mr. Stanlee Mitchell, University of Houston, Houston, Texas.

Executive Secretary (for a period of three years), Mr. J. Clark Weaver, Baylor University, Waco, Texas.

Historian and Editor, Florine Fox, West Junior High School, Waco, Texas.

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The Georgia Association of Teachers of Speech held its annual convention in Macon, Georgia, February 10-11 at the Hotel Dempsey. The convention program was:

FRIDAY, FEBRUARY 10

10:00—Business meeting.

10:10—Greetings from the Mayor.

10:20—Greetings from the Superintendent of Schools.

10:30—Address: "Speech in the Integration Program. Miss Mildred English, vice-president of the Progressive Education Association.

11:00—Demonstrations in Corrective Speech. Dr. Giles W. Gray, Louisiana State University; Mrs. W. W. Davison, Atlanta.

11:45—Forum: "Speech Projects That Work." Mrs. George Pilgrim, Brenau College, Chairman; Betty Collins, Tifton; Riley D. Powell, Darlington; Maryland Wilson, Thomasville; Louise Gay, Thomaston; Eleanor Moses, Statesboro; Mary E. Goodwyne, Calhoun.

12:30—Announcements.

- 12:3—Adjournment for 10-minute meeting of District Chairmen and Secretaries.
2:30—The President's Address.
2:40—Radio demonstration. Ralph Steedle, Louisiana State University.
2:50—Speech in Motion Pictures. Gwynne Burrows, Commercial High School, Atlanta.
3:15—Teaching Speech Through Puppetry. Dorothy Stromberg, Brenau.
3:40—Adjournment to Wesleyan College, Rivoli.
4:00—Poetry Tea. Carolyn Vance, University of Georgia, Chairman. Student Readers.
6:30—Banquet. Hotel Dempsey. Louise Waldrop, Bessie Tift College, Chairman; Carolyn Vance, reader.
Reports of districts.
8:30—Play: "Icebound," presented by students of Wesleyan College and Conservatory under the direction of Ruth Simonson, head of drama department. Wesleyan Conservatory Auditorium. Admission free to all members of the Association.

SATURDAY, FEBRUARY 11

- 9:30—Forum: "The Play's the Thing." Ruth Simonson, Wesleyan, Chairman.
10:00—Material Hour: Poetry and Prose—Norma Boyer, Fort Valley;
Plays—Stacy Keach, Armstrong Junior College, Savannah.
10:30—Demonstration: "The Round-up in Make-up." Louise Waldrop, Bessie Tift, Chairman; Students of Frances Gooch, Agnes Scott; Louise Sawyer, G.S.W.C., Valdosta; Allie Hayes Richardson, Shorter; Maude Fiske LaFleur, Brenau.
11:20—Business meeting.
12:30—Adjournment.
2:30—Trip through the Macon Little Theater.
8:30—Play: "White Oaks," starring Ethel Barrymore, Erlanger Theater, Atlanta. (Transportation from Macon to Atlanta will be furnished free to all registered delegates).

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Professor and Mrs. Orville C. Miller, Vanderbilt University, have accepted positions for the coming summer on the faculty of the Virginia state college for women, Madison College, Harrisonburg, Virginia. They will take over the work of Professor Argus Tresidder, who will be on leave of absence during the summer quarter. Mrs. Miller will teach oral interpretation, while Professor Miller will have charge of the work in radio speech, play production and public speaking.

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Professor Orville C. Miller, Vanderbilt University, is teaching for the second year two government-sponsored courses in public speaking. One is offered in the Vanderbilt School of Medicine, for graduate doctors returned for a special course in public health superintendncy, the other in the School of

Engineering for sanitation officers. Professor A. M. Harris, Vanderbilt, gives the introductory lecture in the course in the School of Medicine.

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"Midsummer Night's Dream" will be presented by Woodlawn High School under the direction of Rose B. Johnson on March 17. The school orchestra will play part of Mendelssohn's music; dances will be under the direction of the physical education department, and songs under the direction of the vocal department.

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Birmingham Schools Are on the Air" is the title of a series of radio programs given each Tuesday evening throughout the year over WSGN by the Birmingham high schools. The six high schools (including the colored high school) rotate in presenting the programs. The speech teachers of the high schools direct the program.

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The University of Alabama Speech clinic which opened this year under the direction of Prof. T. Earle Johnson served about 30 students in remedying speech defects and trained about 17 student clinicians.

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New courses at the University of Alabama include: Clinical Practice; Radio Speaking and Writing, Speech Pathology; Correction of Disorders of Speech; principles of Directing; The Psychology of Speech and Seminar in Speech. The majority of these are at the senior-graduate level.

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The Verse Choir of the University of Alabama under the direction of Miss Helen Osband presented a Christmas program before several interested local groups last December.

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The University of Alabama debate squad leaves early in February for an extended northern trip in the New England area, including University of Richmond, George Washington, Georgetown, University of Maryland, University of Pennsylvania, Temple, Princeton, Brown, Rutgers, Columbia University, Bard College, Holy Cross, Harvard and Yale.

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The Greasepainters of Tuscaloosa High School, under the direction of Vincent Raines, head of the T.H.S. Speech Department, presented "Everyman," the morality play, as a pre-Christmas offering. The arts, home economics and speech departments cooperated to make the production one of the most striking and spectacular seen on the local stage.

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The University of Alabama now is offering graduate work for the Master's degree in Speech. Five candidates will apply for the degree this year: William Ray (Denver University); William A. Dozier, Jr. (U. of Alabama); Daniel L. Morford (New Mexico); Leslie E. Davis (Denver) and Margaret Harton (L.S.U.)

'Summer courses in Speech at the University of Alabama this summer include, Basic Speech (1st semester); Argumentation and Debate (1st semester); Play Production, History of the Theatre, and Principles of Directing during the first term while Basic Speech (2nd semester), Play Production and The Teaching of Speech will be offered the second term.

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The Blackfriars of the University of Alabama have offered during the fall semester the following plays: "Pigs," by Morrison and McNutt; "Mystery at Midnight," by Allyn; "Ghosts at Midnight," by Connors; "The Petrified Forest," by Robert Sherwood; "Happiness for Six" by Glenn Hughes; and "Seven Sisters" from the Hungarian of F. Herzeg. Plays were presented under difficulties as a fire ruined the stage and scenery on October 10 and the plays were presented at the local high school or with make-shift settings on the ruined stage. The University, however, is now extending the stage 25 feet with new dressing and make-up rooms which should be completed in time for the March production. February will see a selection of original one-acts produced in one of the smaller halls on the campus with either "Hamlet," "Merry Wives of Windsor" or "Timon of Athens" as the opening production on the new stage. Over 160 different students have found dramatic expression and activity in the first semester offerings of the Blackfriars. The Blackfriars are under the direction of Dr. Lester Raines with Daniel L. Morford, Francis W. Bonner, William Dozier, Margaret Harton and Malcolm Campbell as assistant directors.

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The University of Alabama girls' debate team will journey to Iowa to debate Iowa State College on March 7, to uphold the affirmative of the question: "Resolved, that the chivalry of Southern Men is to be preferred to the efficiency of Northern Men." The rival debate coaches, William Ray of Alabama and Justus Wilkinson of Iowa State, anticipate a banner crowd to witness the event.

USE NEW READINGS FOR THAT CONTEST

TITLES OF A FEW GOOD ONES:

Humorous

Brothers In Bedlam. Leota Hulse Black 60c
New Dishpansation. Leota Hulse Black 60c
September Mourn. Leota Hulse Black...60c
Pipes of The Pirate Crew. From "The
Adventures of Tom Sawyer".
Mark Twain50c
The Same Old Cards. From the play,
"Young Mrs. Winthrop"60c
The Scheming Lieutenant.
Richard B. Sheridan60c
Shoemaker's Holiday. From the Eliza-
bethian comedy that was recently
revived by Orson Welles60c

Dramatic

Afraid of the Dark. Callahan.
From the play60c
Day of Memories. Lawrence Perry.....60c

Orations

After Patriotism, What?
Tracey K. Jones50c
They Tip Their Hats.
Norma Grace Cope50c
Values in a Crazy World. John Ise.....50c
The World Crisis—And Christ.
Francis B. Sayre50c

CATALOGS FREE

WETMORE DECLAMATION BUREAU

1631 S. Paxton St.

Sioux City, Iowa

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